

SOUTH DAKOTA DEPARTMENT OF EDUCATION SPECIAL EDUCATION PROGRAMS

Hoven School District Continuous Improvement Monitoring Process Report 2006-2007

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This report contains the results of the steering committee's self-assessment and the validation of the self-assessment by Special Education Programs. The report addresses six principles – General Supervision, Free Appropriate Public Education, Appropriate Evaluation, Procedural Safeguards, Individualized Education Program and Least Restrictive Environment. Each principle is rated based on the following scale:

Promising Practice The district/agency exceeds this requirement through the implementation of innovative, high-quality programming and instructional practices.

Meets Requirements The district/agency consistently meets this requirement.

Needs Assistance The district/agency consistently does not meet this requirement and is out of compliance.

Needs Intervention The district/agency consistently does not meet this requirement and is out of compliance.

Not applicable In a small number of cases, the standard may not be applicable for your district/agency. If an item is not applicable, the steering committee should briefly explain why the item is NA. Example – no private schools within the district boundaries.

Principle 1 – General Supervision

General supervision means the school district's administrative responsibilities to ensure federal and state regulations are implemented and a free appropriate public education is provided for each eligible child with a disability. The specific areas addressed in principle one are child find, referral procedures, children voluntarily enrolled by parents in private schools, students placed by the school district, improving results through performance goals and indicators (assessment, drop out, graduation), professional development, suspension and expulsion rates.

Steering Committee Self-Assessment Summary

Data Sources used:

- Comprehensive plan
- News release

- Screening announcement
- Radio announcement
- File reviews
- Enrollment Data
- Annual application for IDEA funds
- OSEC procedure manual
- Student referrals
- District staff surveys
- Preschool screening list
- Student referral list
- Parent surveys
- Teacher/administrator surveys
- Data table I, age and placement alternatives
- File reviews
- Parent rights brochure
- Data by age and placement alternative
- District dropout rate,
- SAT 9 data
- Staff interviews
- Exit data table H
- Student file reviews
- Content standards
- Suspension and expulsion data
- Staff certification
- CSPD needs assessment data
- Contract staff licenses
- District supervision/evaluation policy

Meets Requirements

The Hoven School District has an established and effectively implemented ongoing child find system to locate, identify, and evaluate children with disabilities, ages birth through 21 years, who may need special education. The district does have an effective pre-referral and referral system in place which ensures students are identified without unnecessary delay.

The district has no children placed in private schools at this time; however, if the district did, it would provide for children with disabilities that are eligible for special education and are voluntarily enrolled in private schools by their parents to participate in services in accordance with the requirements of Individuals with Disabilities Education Act (IDEA).

The Hoven School District uses data-based decision making procedures to review and analyze school district level data to determine if the district is making progress towards the state's performance goals and indicators.

The district has not had a student receive a long-term suspension or expulsion in recent years. However; if this should occur, the district would

review and analyze discipline data and revise policies/procedures if significant discrepancies were to occur between the long-term suspension and expulsion rates for children with and without disabilities.

Based on the district policies and practices regarding employment and supervision of staff employed or with whom the district contracts, an adequate supply of personnel are employed who are appropriately supervised and fully licensed or certified to work with children with disabilities. The district consistently meets the requirements for personnel development needs and takes appropriate action to meet those identified needs.

Needs Improvement

Some district teachers reported in the survey they do not have adequate training, information, and supports to implement student's Individual Education Programs (IEPs).

Validation Results

Meets Requirements

The monitoring team identified all areas as meeting requirements for Principle One: General Supervision. Although, the district met requirements for personnel development, it may want to review general education teacher's concerns for adequate training.

Principle 2 – Free Appropriate Public Education

All eligible children with disabilities are entitled to a free appropriate public education in the least restrictive environment. The specific areas addressed in principle two are the provision of FAPE to children residing in group homes, foster homes, or institutions, making FAPE available when a child reaches his/her 3rd birthday and providing FAPE to eligible children with disabilities who have been suspended or expelled from school for more than 10 cumulative days.

Steering Committee Self-Assessment Summary

Data sources used:

- Comprehensive plan
- Child count data
- District budget
- Annual IDEA application for funds
- Parent surveys
- Age and placement data table I
- Student file reviews
- Suspension/expulsion data tables C

Meets requirements

Based on parent surveys, staff surveys, state tables, and preschool screening records, the steering committee determined that the school district does provide a free and appropriate public education to all eligible children with disabilities. The district has no students with disabilities that have been suspended for more than 10 days or expelled.

Validation Results

Meets Requirements

The monitoring team identified all areas as meeting requirements for Principle Two: Free Appropriate Public Education (FAPE).

Principle 3 – Appropriate Evaluation

A comprehensive evaluation is conducted by a team of knowledgeable staff, which also includes parental input. A valid and reliable evaluation will result in effective individualized education programs for eligible students. The specific areas addressed in principle three are written notice and consent for evaluation, evaluation procedures and instruments, eligibility determination, reevaluation and continuing eligibility.

Steering Committee Self-Assessment Summary

Data sources used:

- District evaluation list
- Comprehensive plan
- Student file reviews
- Compliance monitoring report
- Interview
- District procedure
- Monitoring report
- Parent surveys
- Teacher surveys
- Cooperative forms
- Evaluation list
- Evaluation manuals
- Eligibility technical assistance guide
- Override procedures
- Multidisciplinary team report form
- Table A general district information
- Prior notice/consent form

Needs Improvement

Not all evaluation or reevaluation procedures and instruments meet the minimum requirements. Functional Assessment reports need to be included in every file for initial and re-evaluations. Behavior will be assessed when consent to evaluate in that area has been received.

Test scores show students to be eligible; however, correct data needs to be listed on multidisciplinary team (MDT) reports.

All procedural requirements need to be met to ensure students are appropriately evaluated for continuing eligibility.

Out of Compliance

Based on file review, Hoven School District does not meet requirements for written notice and obtain consent before assessments are administered to a child as part of an evaluation or reevaluation.

Validation Results

Meets Requirements

The monitoring team identified all areas as meeting requirements for Principle Three: Appropriate Evaluation, including minimum requirements for functional assessment, correct data on the multidisciplinary team (MDT) reports to determine eligibility, and appropriate evaluation for continuing eligibility. The monitoring team agrees with the district's out of compliance finding (see additional information below).

Out of Compliance: Needs assistance

ARSD 24:05:30:17. Consent. "Consent" means that the parents have been fully informed in the native language or another mode of communication of all information relevant to the activity for which consent is sought in the native language or another mode of communication; the parents understand and agree in writing to the carrying out of the activity for which consent is sought; the consent describes that activity and lists any records which will be released and to whom; and the granting of consent by the parents is voluntary and may be revoked in writing at any time. If a parent revokes consent, that revocation is not retroactive (i.e., the revocation does not negate an action that has occurred after the consent was given and before the consent was revoked).

Through interview and a review of student records, the monitoring team identified one student who received a transition evaluation prior to the written prior notice/consent. The written prior notice/consent for another student was not obtained for a hearing evaluation.

Principle 4 – Procedural Safeguards

Parents of children with disabilities have certain rights available. The school makes parents aware of these rights and makes sure they are understood. The specific areas addressed in principle four are adult student/transfer of rights, content of rights, consent, written notice, confidentiality and access to records, independent educational evaluation (IEE), complaint procedures, and due process hearings.

Steering Committee Self-Assessment Summary

Data sources used:

- Comprehensive plan
- OSEC procedure manual
- Parent rights brochure
- Prior notice form
- Surrogate parent technical assistance guide
- Prior notice/consent form
- Student file reviews
- Data table L, complaints and hearings

Promising Practice

The district has gone beyond minimum requirements to ensure parents are informed of their parental rights under IDEA every time they attend a meeting.

Needs Improvement

The district needs to ensure that a surrogate parent list is available. A list was made at the end of the 2005-2006 school year.

Meets requirements

The school district's comprehensive plan provides procedures on procedural safeguards, which provides the parents of a child in need of special education or special education and related services with the opportunity to inspect and review all educational records concerning the identification, evaluation, and educational placement of the child and the provision of a free appropriate public education. The comprehensive plan outlines policies and procedures for responding to complaints and due process hearings.

Out of Compliance

The district needs to ensure the parents have been fully informed in their native language or another mode of communication (if necessary) of all information relevant to the activity for which consent is sought. Consent was not obtain for Extended School Year (ESY) services.

Validation Results

Promising practice

The monitoring team was not able to validate the district's procedure to ensure parents are informed of their parental rights under IDEA as a promising practice. The provision to ensure parents are informed of their parental rights is a requirement.

Meets Requirements

The monitoring team agrees with the steering committee that data for Principle Four: Procedural Safeguards meets requirements, including surrogate parent and extended school year.

Principle 5 – Individualized Education Program

The Individualized Education Program (IEP) is a written document for a child with a disability that is developed, reviewed and revised by the IEP team, which includes the parent. The specific areas addressed in principle five are IEP team, IEP content, transition components for secondary IEPs, annual reviews, transition from early intervention program, and IEP related issues.

Steering Committee Self-Assessment Summary

Data sources used:

- Comprehensive plan
- Teacher surveys
- Parent surveys
- Student file reviews
- Early Intervention (Part C) Exit Information
- Hearings
- Monitoring
- OSEC procedure manual
- Prior notice form
- Parent right brochure
- Individual Education Program (IEP) form
- Child count

Meets requirements

The Hoven School District ensures that written notice is provided for all IEP meetings, and includes all required content. In files reviewed by the district, the IEP team is comprised of appropriate team membership and meets all identified responsibilities, and that the IEP contains required content.

Needs Improvement

The district needs improvement in the areas of inviting other agency representatives to transition meetings and doing formal evaluations in the

transition area. The district also needs to ensure annual IEP reviews are held within the one year time limit. One IEP did not meet this requirement.

Out of Compliance

The IEP content requirements have not been met by the district. Transition requirements have not been met because nothing was addressed in present levels of performance that could be acted upon with goals/objectives and/or activities.

Validation Results

Meets Requirements

The monitoring team agrees with the steering committee's findings for Principle Five: Individualized Education Program meets requirements. The monitoring team validated areas noted above in needs improvement as meeting compliance. The district's out of compliance findings were validated (see information under needs assistance).

Needs Assistance: Out of Compliance

ARSD 24:05:27:01.03 Content of individualized education program (IEP)

Each student's individualized education program shall include:

- (1) A statement of the student's present levels of educational performance, including;
 - a. How the student's disability affects the student's involvement and progress in the general curriculum (i.e., the same curriculum as for nondisabled students); or
 - b. For preschool student, as appropriate, how the disability affects the student's participation in appropriate activities.

In student file reviews, present levels of academic achievement and functional performance did not consistently contain the required content (i.e., to include strengths and needs, along with how the disability affects the student's involvement in the general curriculum). Parent input was consistently included. File reviews and staff interviews indicated a need to expand skill based/functional assessments to acquire the skill-based information to develop present levels of academic achievement and functional performance for students eligible for special education services.

ARSD 24:05:27:01.02 Development, review and revision of the IEP- Consideration of Special Factors

In developing, reviewing, and revising each student's IEP, the team shall consider the strengths of the students and the concerns of the parents for enhancing the education of their student, the results of the initial or most recent evaluation of the students as appropriate, and the results of the

student's performance on any general state or district-wide assessment program. The individualized education program team also shall: (1) In the case of a student whose behavior impedes his or her learning or that of others, consider, if appropriate, strategies, including positive behavioral interventions, strategies, and supports, to address that behavior.

In one student file reviewed, behavioral assessment and present level of academic achievement and functional performance contained information regarding the impact of student behavior on educational performance. However, in developing the IEP for this student, the team checked "no," that the behavior does not impede learning and did not address strategies, including positive behavioral interventions and supports, to address the behaviors.

ARSD: 24:05:27:01.03 Content of individualized education program, ARSD 24:05:28:02 Continuum of alternative Placements

The IEP must address the justification for placement. This statement must include an explanation of the extent, if any, to which the child will not participate with non-disabled children in the general classroom and in extracurricular and non-academic activities.

In student file reviews, IEPs did not provide an explanation of the extent, if any, to which the child would not participate with non-disabled children in the general classroom. For example, "General classroom with modification was accepted by the team because it will allow___ to remain in the general classroom for instruction and also receive additional one-to-assistance in the resource room and speech room".

ARSD 24:05:27:01.03 Content of individualized education program (IEP)

A student's IEP must contain a statement of the student's special education and related services provided to the student. The student's IEP must also indicate the location of those services.

Initiation, Frequency, Location and Duration of Services 300.320 (a)(7) Comment

What is required is the IEP include information about the amount of services that will be provided to the child, so that the level of the agency's commitment of resources will be clear to parents and other IEP Team members. The amount of time to be committed to each the various services to be provided must be appropriate to the specific service and clearly state in the IEP in a manner that can be understood by all involved in the development and implementation of the IEP.

Student file reviews indicated a description of the child's special education service was not consistently provided to give parents a full explanation of

the makeup of services. For example; several files state, "special education services" In these situations, the parents have not been given enough information to ensure parents have a clear understanding of the services being provided.

ARSD 24:05:27:01.03(1) Content of individualized education program (IEP) and

ARSD 24:05:27:13.02 Transition Services

Transition services are a coordinated set of activities for a student with a disability, designed within a results-oriented process, that is focused on improving the academic and functional achievement of the student with a disability to facilitate the student's movement from school to post-school activities, including postsecondary education, vocational training, integrated employment (including supported employment), continuing and adult education, adult services, independent living, or community participation. The coordinated set of activities shall be based on the individual student's needs, taking into account the student's strengths, preferences and interests, and shall include instruction, related services, community experiences, the development of employment and other post-school adult living objectives, and, if appropriate, acquisition of daily living skills and functional vocational evaluation.

The monitoring team concluded transition assessments are completed; however, the information collected from a student survey is limited and was not documented in student's present level of academic achievement and functional performance (PLAAFP). The PLAAFP for the transition areas (employment, education or training and independent living) should be based upon the functional (skill specific) assessment information. The PLAAFP lacked the student's strengths, weakness/needs regarding school to secondary activities; therefore, the IEP lacked a coordinated set of transition activities.

Principle 6 – Least Restrictive Environment

After the IEP is developed or reviewed, the IEP team must decide where the IEP services are to be provided. Consideration begins in the general education classroom for school age students. The specific areas addressed in principle six are placement decisions, consent for initial placement, least restrictive environment procedures, preschool children, and LRE related issues.

Steering Committee Self-Assessment Summary

Data sources used:

- Comprehensive plan
- Parent surveys
- Student file reviews
- Data table F placement alternatives

Meets requirements

The Hoven School District ensures through file reviews and the comprehensive plan that all children receive the supports they need to be successful in the least restrictive environment

Validation Results**Meets Requirements**

The monitoring team agrees with the steering committee that the district is meeting the requirements for Principle Six: Least Restrictive Environment.